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AUTHOR Webster, Val; Byrne, Carmel
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ABSTRACT

In 1993, the University of Melbourne's Institute of Education determined that School Experience and Professional Practice subjects would be graded according to the University's standard assessment scheme instead of a pass/fail scheme. To establish a framework for assessment, the Beginning Teacher Competencies from the National Project on the Quality of Teaching and Learning were used, with six main categories across all years of all pre-service courses except Early Childhood. The categories include: planning for learning, use and development of knowledge, teaching methodology, monitoring and assessment, communication skills, and reflection and evaluation. Seven assessment levels ranging from outstanding to unsatisfactory were determined to reflect the grades in the university's standard assessment scheme and the wish to distinguish between almost satisfactory performances and very poor performances. Appended to the paper are: (1) the Institute of Education's School Experience Assessment Form, with space for comments and a rating for each of the six main assessment categories as well as a global assessment; (2) criteria for assessment; and (3) Practicum Report Form. (JDD)

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ED 375 119

GRADING THE PRACTICUM

A paper to be presented at the
Australian Teacher Education Association
Conference

Queensland University of Technology
Brisbane
July 1994

Val Webster and Carmel Byrne

School Experience & Professional Practice
University of Melbourne Institute of Education

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THE BACKGROUND

In 1993, the Academic Board of the University of Melbourne determined that all subjects within the Institute of Education would be graded according to the university's standard scheme:

H1 (80-100)
H2a (75-79)
H2b (70-74)
H3 (65-69),
P (50-64)
N (0-49).

Until that time all core Education subjects had been assessed on a pass/fail basis. A special case was argued to maintain the pass/fail results for the practicum because of the great diversity of settings and supervising teachers and the resulting challenges for ensuring consistency in assessment.

The academic shepherd for the Institute of Education, and therefore the Academic Committee, decided not to exclude any subjects from the general rule, on the grounds that students would be advantaged by having access to the full range of marks available under the standard marking scheme. This decision required all School Experience and Professional Practice subjects, across all year levels of all courses, to be assessed on the standard scheme from 1994.

The Institute of Education provides practicum programs within preservice courses in early childhood, primary, secondary and adult settings, and post initial courses for Special Education, Information Management, LOTE/TESOL/ALBE. These courses are conducted across three campuses, and include end-on, concurrent and work based models.

The responsibility for coordinating the development of grading for the practicum lay with School Experience and Professional Practice and after extensive cross campus consultations the first draft proposal was presented in June to the Undergraduate and Preservice Courses Committee (UPCC) for widespread discussion. Although Institute staff still believed that it was inappropriate to grade the practicum, most felt that they could fairly confidently use a simple model which differentiated three broad bands within and two below pass standard.

The Bachelor of Early Childhood Studies had enrolled its first intake in 1993, and from its inception all subjects were required to be graded according to the standard scheme. Their assessment plans for the new practicum component were taken into account when developing the draft structure, as were the particular challenges presented by the adult training sector.

The draft was accepted in principle by the UPCC and referred to evaluation experts for scrutiny. Consultation with staff from the Centre for Applied Educational Research and the Centre for Program Evaluation resulted in the rejection, on statistical grounds, of our first simple model. It became clear that there would need to be finer descrimination between levels of performance if we were to adhere to the university's standard scheme of five passing grades.

A series of open meetings was held with relevant staff across all courses at the Parkville campus to consider several possible models for graded

assessment and to determine which major direction we wanted to pursue. It was agreed from the beginning that as in the past, there would be common principles and practices across all courses in the practicum. A common policy and set of procedures would be established for all courses for 1994 and that the course or year related fine details would be established with relevant teaching staff and Course Advisory Committees.

THE FRAMEWORK

The decision was made in August to use the Beginning Teacher Competencies from the National Project on the Quality of Teaching and Learning as the main framework for assessment, and our first trial evaluation instrument included material derived from ***Draft Competency Framework for Teaching:Version B.***

Six main categories were chosen and these have been used across all years of all preservice courses except Early Childhood. The categories are:

Planning for Learning
Use and Development of Knowledge
Teaching Methodology
Monitoring and Assessment
Communication Skills
Reflection and Evaluation

Seven assessment level profiles were determined to reflect the five grades of pass in the university's standard assessment scheme and our wish to distinguish between almost satisfactory performances and very poor performances. The seven levels were recorded by the following descriptors:

7 Outstanding
6 Excellent
5 Very Good
4 Good
3 Satisfactory

---

2 Less than Satisfactory
1 Unsatisfactory

THE TRIAL

A trial generic assessment sheet using these main categories was devised and appropriate detailed criteria inserts were made for Bachelor of Education (Primary) year 3 final placement and Graduate Diploma in Education final placement. The trial assessment sheet expected supervisors to rate the student's work from 1-7, as above, in each of the categories according to the relevant criteria sheet and also to provide an overall assessment level.

All primary supervisors and student teacher coordinators involved in the final placement in October were asked to test the trial instrument and to provide feedback to us concerning its appropriateness and ease of use. All

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Institute supervisors were also asked to trial the instrument, and were provided with briefing sessions by School Experience & Professional Practice (SEPP)

The student teacher coordinators at twelve closely associated secondary schools were asked to trial the instrument with the Diploma in Education students assigned to their schools for October/ November. Those Institute staff who visited the students were also asked to take part in the trial.

All involved Institute staff were asked to consult with school personnel and report any feedback.

A computer program was set up in SEPP in partnership with the Centre for Applied Educational Research, and the raw material from the assessment sheets from both school and Institute staff were entered. The material was analysed for coincidence of the ratings of school and Institute staff and for the relative importance to the overall result of each of the main headings.

The trial assessment sheets were all read in conjunction with the normal School Report Form and comparisons made between the descriptive reporting and the graded assessment. One interesting outcome of the trial was that in many cases the descriptive reporting was noticeably more focussed and detailed as a result of the supervisors' access to the detailed criteria sheets.

Written feedback was received from several Institute and school staff. It was very helpful and addressed the details of the criteria as well as the appropriateness of the process. As a result of the feedback, the details of the criteria for the final placement both primary and secondary have been modified for 1994, and and the criteria sheets for other placements have been written with greater confidence.

There was a sense of urgency to learn as much as we could from the trial and to set up the 1994 working model as quickly and as accurately as possible. The full implementation of the new rules had to be ready for late January, as the first school experience placement for the year began with the beginning of the school year. Those students who undertook the January placement were notified at the end of the year of the change, and were sent copies of the final documentation early in the new year.

THE RESULTS

Several things became obvious as a result of the trial.

1. It was appropriate to merge the previous descriptive report form with the graded assessment sheet in order to allow both forms of feedback concurrently.

   A new ***School Experience Assessment Form*** has been developed. This includes space for comments and a rating for each of the six main assessment categories and a global assessment.
   – attachment 1

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Criteria for Assessment inserts have been prepared for each placement of each year of each course. These are developmental within each course, and have been devised by SEPP and relevant Course Advisory Committee members.
_ attachment 2

A new document for Institute staff was developed which seeks comment on the students progress in each of the six main categories and globally. The ***Practicum Report Form*** is returned to SEPP after each visit to a student in a school.
_ attachment 3

2. Analysis of the trial documents showed that there was a very high correlation between the global assessment rating and the average of the ratings for the six categories (assuming they were all at least satisfactory). The correlation was high enough to allow us confidently to use only the global rating towards the final grade, while carefully monitoring the ratings of the six categories for diagnostic purposes.

3. Analysis of the Institute supervisors ratings compared with those of the school supervisors showed a high correlation. Institute staff felt that the discussions which took place in schools about the new grading process assisted both school and Institute staff to come to a general concensus about performance levels.

   When there were significant differences, in most cases the school personnel were more generous in their assessment. The very few cases of the reverse situation generally reflected a poor communication between supervising teacher and student teacher to the extent that the Institute supervisor felt that the student had been unfairly under marked. In some cases, students felt that their performance was being compared with that of an experienced teacher.

4. School and Institute staff found the detailed criteria sheets very helpful in establishing the exact requirements of the placement. Very few teachers found the grading process difficult or inappropriate, and many were very pleased to be able to formally acknowledge an excellent performance.

   One primary school was so impressed with the trial material that they borrowed heavily from it when they were developing their teacher appraisal processes.

DEVELOPMENTS FOR 1994

It was clear from the trial that a great deal of preparation for Institute and school staff would be necessary before implementation in 1994.

Late afternoon group consultations were conducted in November and December with principals from Special Education settings, and with supervising librarians to inform them of the results of the trial and to develop appropriate documentation for the graduate Professional Practice subjects. Two of the six main categories were modified slightly, but

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otherwise the process is the same for graduate students' Professional Practice as for preservice students' School Experience.

In December a full grading paper was prepared for the UPCC and I met with Heads of Departments across the Institute of Education to discuss the implications for legal liability, staffing resources and responsibilities within this new process.

Over the December/January period the new report forms were printed and criteria inserts designed for the first semester placement. Explanatory documentation was prepared for students, schools and other settings and the briefing workshops program for first semester was designed.

SEPP has conducted grading workshops for all groups of Institute staff before each placement. We have conducted workshops for school student teacher coordinators; for graduate LOTE, Librarianship, and Special Education setting and Institute staff; for the mentors of Bachelor of Teaching interns. We have conducted briefing sessions for each group of students before their school experience placements and provided and discussed with them the appropriate criteria insert.

An Institute of Education wide policy for the grading of School Experience and Professional Practice subjects has been approved by the Institute Board. This sets out the processes for establishing a final result., and confirms clearly that the University and schools share equally in the responsibility for the Professional Practice component of all of our teacher education programs.
– attachment 4.

Six large group placements have been completed under the new assessment scheme. The results have been monitored and the links between school and Institute ratings have been carefully recorded. Complicated results formulae have been developed to take account of the full and half methods within the secondary courses, and the varying number of placements from year to year and course to course.

We have not found a way to overcome the diversity of settings and supervisors and the resulting challenges to provide fair and consistent assessment conditions.

HOWEVER

* we have provided detailed guidelines for each placement to students, schools and Institute staff.
* we have set up briefing and discussion sessions for students and staff
* we have ensured even weightings for school and university imputs into the overall results.
* we have weighted all placements equally within each subject
* we have taken account of all of the feedback from schools, students and colleagues and followed up queries from schools and students.
* we are pleased with the response from most schools, who believe that this is an important improvement in assisting and assessing the professional practice component of teacher education.

Konica

and finally

* we are pleased that the framework within which we are guiding our professional practice fits very nicely with both the ***Key Selection Criteria*** for teacher positions which have been produced recently by the Standards Council for the Teaching Profession in Victoria, and with the ***Desirable Attributes of Beginning Teachers*** which have been generated in New South Wales by the Ministerial Advisory Council on Teacher Education and Quality of Teaching.

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CATEGORY D MONITORING AND ASSESSMENT

By the completion of this placement, student teachers should have:

- Used a range of appropriate strategies to assess students' learning.

  Procedures used should have been:

  consistent with content and process goals

  inclusive of all students

  reflective of the needs of individuals as well as the whole class.

- Provided ongoing feedback to students on their progress.
- Systematically employed monitoring and assessment strategies to inform planning and teaching.
- Shown evidence of contributing to or keeping meaningful assessment records which could be conveyed to parents and others responsible for the care of students

CATEGORY E COMMUNICATION SKILLS

Throughout this placement, student teachers should have:

- Demonstrated effective oral and written communication skills.
- Developed productive working relationships with students, colleagues and members of the wider school community.
- Demonstrated a professional approach in their role of a member of staff in this particular setting.

CATEGORY F REFLECTION AND EVALUATION

Throughout this placement, student teachers should have:

- Acted on the advice and feedback of colleagues.
- Reflected on their own practice to improve the quality of teaching and learning.
- Displayed evidence of a developing personal philosophy of education.

7	**Outstanding**	Exceptional in all criterion areas.
6	**Excellent**	Excels in most criterion areas.
5	**Very Good**	Proficient in all criterion areas.
4	**Good**	Meets the criteria in all areas, proficient in some.
3	**Satisfactory**	Meets the criteria in all areas.
2	**Less than satisfactory**	Meets most of the criteria; needs further development in some.
1	**Unsatisfactory**	Not meeting the majority of criteria.

OVERALL ASSESSMENT LEVEL PROFILES

(refers to item 4 on School Experience Assessment Form)

7 **OUTSTANDING**

To be assessed as "outstanding" the student teacher will be exceptional in all categories. An outstanding student teacher should differ from the other Student teachers by an increased ability to demonstrate initiative and independence.

6 **EXCELLENT**

To be assessed as "excellent", the student teacher will excel in most categories.

5 **VERY GOOD**

To be assessed as "very good", the student teacher will demonstrate proficiency in all categories.

4 **GOOD**

To be assessed as "good", the student teacher must meet the requirements in all categories and demonstrate proficiency in some categories.

3 **SATISFACTORY**

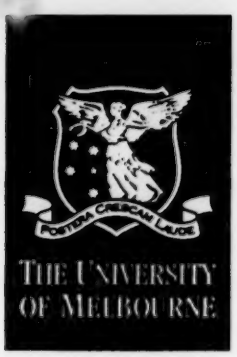
To be assessed as "satisfactory", the student teacher will meet the requirements in all categories, and be considered 'ready to teach'.

2 **LESS THAN SATISFACTORY**

To be assessed as "less than satisfactory", the student teacher will meet the requirements in some categories, but will need considerable development overall. The student teacher must demonstrate progress in the areas of lesser achievement in order to be recommended for further placement.

1 **UNSATISFACTORY**

To be assessed as "unsatisfactory", the student teacher will not meet the majority of categories. The student teacher will display inability to cope with the requirements of the practice and/or unsuitability for teaching. No purpose would be achieved in repeating the placement at this stage.



Institute of Education
School Experience and Professional Practice

BACHELOR OF EDUCATION (SECONDARY)

YEAR 4 FINAL PLACEMENT

- **Criteria for Assessment (Pages 2 & 3)**
- **Overall Assessment Level Profiles (Page 4)**

THIS INSERT IS TO BE USED IN CONJUNCTION WITH THE SCHOOL EXPERIENCE ASSESSMENT FORM

CRITERIA FOR ASSESSMENT

(refers to Item 3 of School Experience Assessment Form)

CATEGORY A PLANNING FOR LEARNING

By the completion of this placement, student teachers should have:

- Independently planned curriculum, based on a knowledge of the Frameworks and or the VCE , to achieve specific student learning outcomes.

  Aims and objectives should have been:

  clear and balanced

  appropriate to students' needs

  appropriate to the context in which the curriculum was taught.

  Teaching approaches and activities selected should have been:

  appropriate to the content and student learning needs and interests

  cohesive and linked

  varied.

- Demonstrated an understanding of current approaches to teaching and learning.
- Devised teaching and learning activities based on an inclusive curriculum.
- Presented all documentation in a clear, professional manner.

CATEGORY B USE AND DEVELOPMENT OF KNOWLEDGE

By the completion of this placement, student teachers should have:

- Demonstrated knowledge of their specific curriculum areas.
- Shown an understanding of the ways in which children learn within these disciplines.
- Conveyed the social and vocational relevance of the curriculum.
- Demonstrated an understanding of the processes of learning.
- Accessed and used a range of resources which stimulated and enriched learning.
- Worked within the legal and ethical requirements of the teaching profession.

CATEGORY C TEACHING METHODOLOGY

By the completion of this placement, student teachers should have:

- Implemented a variety of teaching approaches designed to engage, motivate and extend students.
- Used precise questioning to check understanding and to facilitate discussion.
- Established clear, challenging and achievable expectations for the learners.
- Used strategies that fostered independent and cooperative learning.
- Employed teaching methods that allowed flexibility to respond to students' needs and interests.
- Demonstrated effective classroom management strategies.

THE UNIVERSITY OF MELBOURNE

Institute of Education

Grading of School Experience and Professional Practice subjects

Background

In April, 1993, the Academic Committee confirmed that all subjects offered by the Institute of Education should be assessed on a fully graded basis. This decision conforms with University policy that all subjects should be assessed over the full range of grades available.

Accordingly, a framework for the grading of school experience has been developed with a view to ensuring equity, consistency and accountability in the process of assessing students.

It has been developed after extensive consultation within the departments of the Institute of Education, with supervisors in schools, with experts from the Centre for the Study of Higher Education and finally with students undertaking programs within the Institute.

Assessment criteria

The National Teacher Competencies have been used as the framework for assessing an undergraduate student's performance. The six areas identified for the purposes of assessment are:

- Planning for Learning
- Use and Development of Knowledge
- Teaching Methodology
- Monitoring and Assessment
- Communication Skills
- Reflection and Evaluation

.../2

Levels of Achievement

Seven levels of achievement have been identified for assessment of each area. Levels 2 and 1 are the unsatisfactory scores:

Score	
7	Outstanding
6	Excellent
5	Very good
4	Good
3	Satisfactory
2	Less than satisfactory
1	Unsatisfactory

Assessment process

The student's performance in a school experience or professional practice placement is assessed by supervisors in schools according to the published criteria. The diagnostic and evaluative aspects of the School Experience report have been retained and the form modified to allow for recording the school staff's assessment of a student's performance in the six areas.

Both the Institute staff member and the school supervisor return an overall assessment of the student's performance based on the six competencies and using the above scoring system. Where there is significant discrepancy between any sets of scores, the scores are checked and if necessary, moderation is applied.

The result of each school experience or professional practice placement (ie. score achieved on a scale of 1 - 7) as recorded by school and Institute staff, contributes with an equal weighting to the final assessment. The final placement within each subject is a hurdle requirement.

Normally, the student must satisfactorily complete each placement to achieve an overall pass result. (see Supplementary Assessment)

To record a final result the scores for each placement are averaged. The final score is transposed to the University standard scale of assessment. A result in the middle of the range is returned, to generate the appropriate Honour grade.

level of achievement (within a range)	returned as (mid-range)	grade
7.0 - 6.0	90%	H1
5.9 - 5.5	77%	H2A
5.4 - 5.0	72%	H2B
4.9 - 4.5	67%	H3
4.4 - 3.0	57%	P
2.9 - 2.0	0%	N
1.9 - 0	0%	N

Supplementary assessment

Supplementary assessment applies to placements which are required following unsatisfactory scores in a scheduled placement.

If a student is offered a supplementary teaching placement on academic grounds, the score for the supplementary placement will apply. The highest score which may be recorded will be a 3. This is consistent with University policy.

If a student is officially withdrawn from a placement, as a result of extenuating circumstances and at the discretion of the Institute, then no score is recorded for that placement and the score for the subsequent placement contributes to the final result. In these cases, the full range of levels of achievement is available.

Normally, students will have the opportunity to attempt one supplementary teaching round.

Credit and exemptions

Where an exemption from a teaching round is approved, on the basis of a previous year's enrolment, then if a score has been recorded it will be carried forward to the current year's enrolment. In cases where the exemptions arise from satisfactorily completed school placements which are ungraded, ie. before 1994, the final grade will be based on the average of the scored placements in the current year's enrolment.

Documentation and assessment reports

A new *School Experience Assessment Form* and *Supervisor's Report Form* have been designed to accommodate the new assessment process. *Criteria for Assessment* inserts have been developed specifically for each placement of each year of each course. Workshops have been held to brief Institute and school supervisors on the new process.

7/4/94

THE UNIVERSITY OF MELBOURNE

INSTITUTE OF EDUCATION

SCHOOL EXPERIENCE AND PROFESSIONAL PRACTICE

SCHOOL EXPERIENCE ASSESSMENT FORM

Name of Student _____

Course _____ Year of Course _____

Supervising Teacher _____ School _____

Dates of School Experience _____

Absence dates and reasons _____

Dates on which absences are to be made up _____

Visits by Institute staff (please indicate name and date) _____

1. Year levels with which the student worked, special characteristics, nature and size of groups experienced.

2. Please give a brief descriptive account in point form of what the student did (i.e content, topics etc.) and how it was done (e.g. class/group organisation, teaching strategies employed, utilisation of resources).

3. PLEASE COMMENT ON AND RATE THE STUDENT'S WORK IN EACH OF THE FOLLOWING CATEGORIES. **Refer to insert - Pages 2 & 3.**

(a) PLANNING FOR LEARNING

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1	2	3	4	5	6	7

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(b) USE AND DEVELOPMENT OF KNOWLEDGE

1	2	3	4	5	6	7

(c) TEACHING METHODOLOGY

1	2	3	4	5	6	7

(d) MONITORING AND ASSESSMENT

1	2	3	4	5	6	7

(e) COMMUNICATION SKILLS

1	2	3	4	5	6	7

(f) REFLECTION AND EVALUATION

1	2	3	4	5	6	7

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OVERALL ASSESSMENT

PLEASE REFER TO INSERT - Page 4

1	2	3	4	5	6	7

ADDITIONAL COMMENTS IN SUPPORT OF THIS ASSESSMENT

RECOMMENDATIONS:

COMMENTS BY PRINCIPAL/CO-ORDINATOR

COMMENTS BY STUDENT

After report has been read and discussed please sign.

Student* _____ Supervising Teacher _____

Group _____ Date _____ Principal/Co-ordinator _____

* Denotes that student has read this report and discussed it with the supervising teacher. This does not necessarily mean that the student agrees with the report.

AFTER COMPLETION THIS REPORT IS TO BE POSTED TO
SCHOOL EXPERIENCE AND PROFESSIONAL PRACTICE
UNIVERSITY OF MELBOURNE
INSTITUTE OF EDUCATION
PARKVILLE 3052

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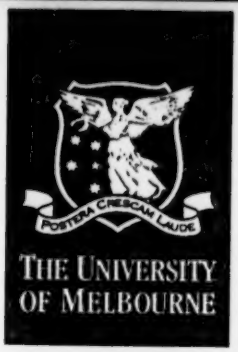

Institute of Education
School Experience and Professional Practice

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  cohesive and linked

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- Demonstrated an understanding of the processes of learning.
- Accessed and used a range of resources which stimulated and enriched learning.
- Worked within the legal and ethical requirements of the teaching profession.

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- Provided ongoing feedback to students on their progress.
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CATEGORY E COMMUNICATION SKILLS

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OVERALL ASSESSMENT LEVEL PROFILES

(refers to item 4 on School Experience Assessment Form)

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4 **GOOD**

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3 **SATISFACTORY**

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1 **UNSATISFACTORY**

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SCHOOL EXPERIENCE AND PROFESSIONAL PRACTICE

PRACTICUM REPORT FORM

(TO BE COMPLETED BY INSTITUTE STAFF)

The purpose of this form is to gain School Experience & Professional Practice information from Institute Staff about students and about settings. The information provided is intended to contribute to a student's school experience or professional practice record; that is to assist in the effective placement of students in school/settings, and to guide diagnostic and assessment processes.

Each staff member responsible for supervision should complete this form and return it to School Experience and Professional Practice Reception, Room 211, Doug McDonell Science Education Building.

Name of Student ..... Course ..... Year ..... Group .....

Name of School/Setting .....

Method/Area of Specialisation .....

Nature of Contact (Please tick as many of the boxes below as are applicable, and enter dates):

Classroom Observation		**Date(s)**	**Discussion at School**		**Date(s)**	**Phone Call**		**Date(s)**
Part Lesson	☐	.....	Student	☐	.....	Student	☐	.....
Full Lesson	☐	.....	Supervisor	☐	.....	Supervisor	☐	.....
Subject/Year Level		_____	Co-ordinator	☐	.....	Co-ordinator	☐	.....

Topic _____

Class size _____

With reference to the criteria for this placement please comment on:

Planning for Learning .....

.....

Use and Development of Knowledge .....

.....

Teaching Methodology. .....

.....

Monitoring and Assessment. .....

.....

Communication Skills. .....

.....

Reflection and Evaluation. .....

.....

Advice about specific areas needing improvement and/or special requirements for next school experience placement.

.....

.....

Name of Staff Member (please print and sign) _____

Name of School/Institution _____

Description of this school as a placement for School Experience and Professional Practice.

THE UNIVERSITY OF MELBOURNE

Institute of Education

Grading of School Experience and Professional Practice subjects

Background

In April, 1993, the Academic Committee confirmed that all subjects offered by the Institute of Education should be assessed on a fully graded basis. This decision conforms with University policy that all subjects should be assessed over the full range of grades available.

Accordingly, a framework for the grading of school experience has been developed with a view to ensuring equity, consistency and accountability in the process of assessing students.

It has been developed after extensive consultation within the departments of the Institute of Education, with supervisors in schools, with experts from the Centre for the Study of Higher Education and finally with students undertaking programs within the Institute.

Assessment criteria

The National Teacher Competencies have been used as the framework for assessing an undergraduate student's performance. The six areas identified for the purposes of assessment are:

- Planning for Learning
- Use and Development of Knowledge
- Teaching Methodology
- Monitoring and Assessment
- Communication Skills
- Reflection and Evaluation

.../2

Levels of Achievement

Seven levels of achievement have been identified for assessment of each area. Levels 2 and 1 are the unsatisfactory scores:

Score	
7	Outstanding
6	Excellent
5	Very good
4	Good
3	Satisfactory
2	Less than satisfactory
1	Unsatisfactory

Assessment process

The student's performance in a school experience or professional practice placement is assessed by supervisors in schools according to the published criteria. The diagnostic and evaluative aspects of the School Experience report have been retained and the form modified to allow for recording the school staff's assessment of a student's performance in the six areas.

Both the Institute staff member and the school supervisor return an overall assessment of the student's performance based on the six competencies and using the above scoring system. Where there is significant discrepancy between any sets of scores, the scores are checked and if necessary, moderation is applied.

The result of each school experience or professional practice placement (ie. score achieved on a scale of 1 - 7) as recorded by school and Institute staff, contributes with an equal weighting to the final assessment. The final placement within each subject is a hurdle requirement.

Normally, the student must satisfactorily complete each placement to achieve an overall pass result. (see Supplementary Assessment)

To record a final result the scores for each placement are averaged. The final score is transposed to the University standard scale of assessment. A result in the middle of the range is returned, to generate the appropriate Honour grade.

level of achievement (within a range)	returned as (mid-range)	grade
7.0 - 6.0	90%	H1
5.9 - 5.5	77%	H2A
5.4 - 5.0	72%	H2B
4.9 - 4.5	67%	H3
4.4 - 3.0	57%	P
2.9 - 2.0	0%	N
1.9 - 0	0%	N

Supplementary assessment

Supplementary assessment applies to placements which are required following unsatisfactory scores in a scheduled placement.

If a student is offered a supplementary teaching placement on academic grounds, the score for the supplementary placement will apply. The highest score which may be recorded will be a 3. This is consistent with University policy.

If a student is officially withdrawn from a placement, as a result of extenuating circumstances and at the discretion of the Institute, then no score is recorded for that placement and the score for the subsequent placement contributes to the final result. In these cases, the full range of levels of achievement is available.

Normally, students will have the opportunity to attempt one supplementary teaching round.

Credit and exemptions

Where an exemption from a teaching round is approved, on the basis of a previous year's enrolment, then if a score has been recorded it will be carried forward to the current year's enrolment. In cases where the exemptions arise from satisfactorily completed school placements which are ungraded, ie. before 1994, the final grade will be based on the average of the scored placements in the current year's enrolment.

Documentation and assessment reports

A new *School Experience Assessment Form* and *Supervisor's Report Form* have been designed to accommodate the new assessment process. *Criteria for Assessment* inserts have been developed specifically for each placement of each year of each course. Workshops have been held to brief Institute and school supervisors on the new process.

7/4/94

SCHOOL EXPERIENCE AND PROFESSIONAL PRACTICE

PRACTICUM REPORT FORM

(TO BE COMPLETED BY INSTITUTE STAFF)

The purpose of this form is to gain School Experience & Professional Practice information from Institute Staff about students and about settings. The information provided is intended to contribute to a student's school experience or professional practice record; that is to assist in the effective placement of students in school/settings, and to guide diagnostic and assessment processes.

Each staff member responsible for supervision should complete this form and return it to School Experience and Professional Practice Reception, Room 211, Doug McDonell Science Education Building.

Name of Student ..... Course ..... Year ..... Group .....

Name of School/Setting .....

Method/Area of Specialisation .....

Nature of Contact (Please tick as many of the boxes below as are applicable, and enter dates):

Classroom Observation		**Date(s)**	**Discussion at School**		**Date(s)**	**Phone Call**		**Date(s)**
Part Lesson	☐	.....	Student	☐	.....	Student	☐	.....
Full Lesson	☐	.....	Supervisor	☐	.....	Supervisor	☐	.....
Subject/Year Level		_____	Co-ordinator	☐	.....	Co-ordinator	☐	.....
Topic		_____						
Class size		_____						

With reference to the criteria for this placement please comment on:

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.....

Use and Development of Knowledge .....

.....

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Advice about specific areas needing improvement and/or special requirements for next school experience placement.

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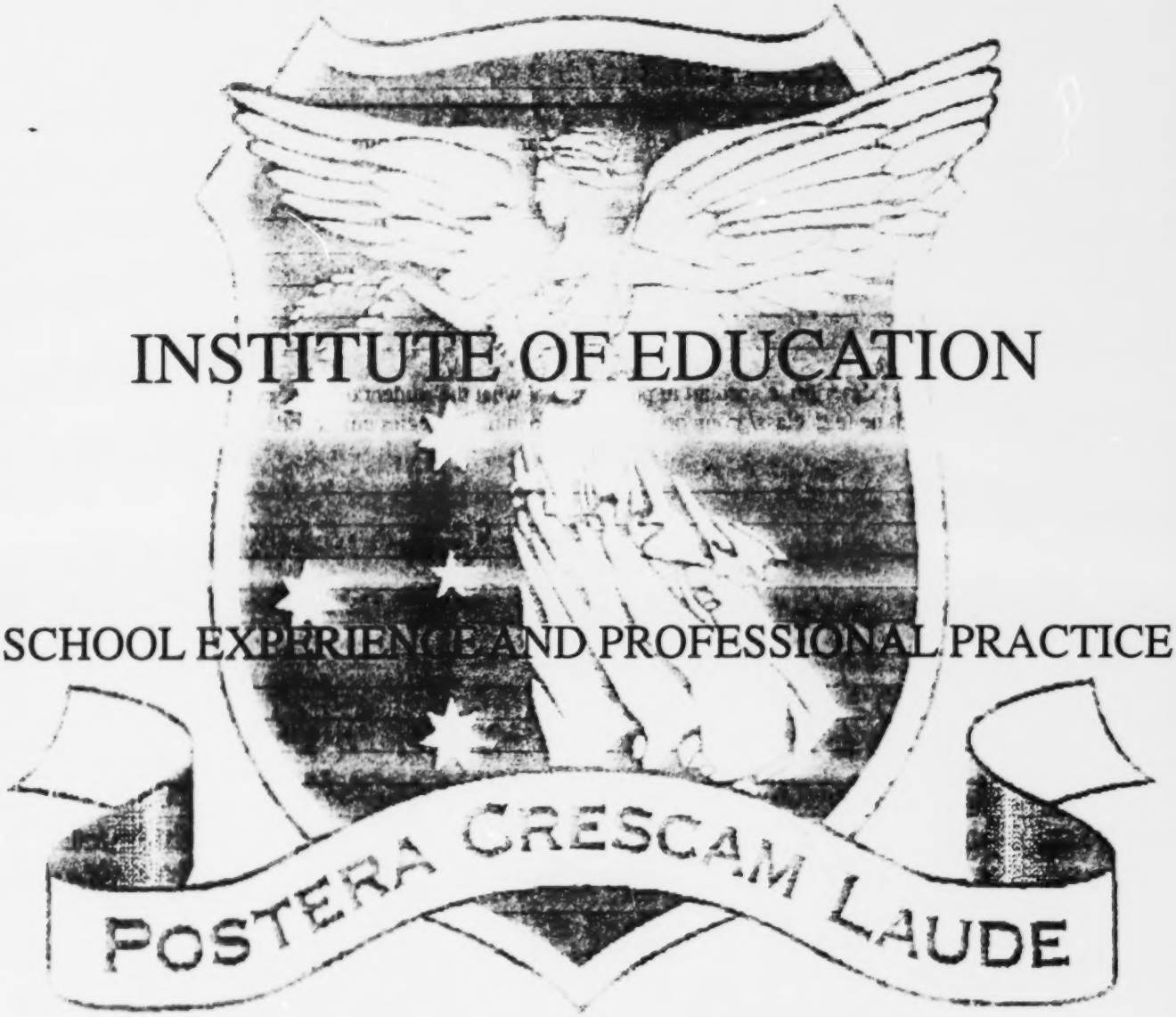
Name of Staff Member (please print and sign) _____

Name of School/Institution _____

Description of this school as a placement for School Experience and Professional Practice.

THE UNIVERSITY OF MELBOURNE



INSTITUTE OF EDUCATION

SCHOOL EXPERIENCE AND PROFESSIONAL PRACTICE

SCHOOL EXPERIENCE ASSESSMENT FORM

Name of Student _____

Course _____ Year of Course _____

Supervising Teacher _____ School _____

Dates of School Experience _____

Absence dates and reasons _____

Dates on which absences are to be made up _____

Visits by Institute staff (please indicate name and date) _____

1. Year levels with which the student worked, special characteristics, nature and size of groups experienced.

2. Please give a brief descriptive account in point form of what the student did (i.e content, topics etc.) and how it was done (e.g. class/group organisation, teaching strategies employed, utilisation of resources).

3. PLEASE COMMENT ON AND RATE THE STUDENT'S WORK IN EACH OF THE FOLLOWING CATEGORIES. **Refer to insert - Pages 2 & 3.**

(a) PLANNING FOR LEARNING

1	2	3	4	5	6	7

NOT FOR REFERENCE PURPOSES

(b) USE AND DEVELOPMENT OF KNOWLEDGE

1	2	3	4	5	6	7

(c) TEACHING METHODOLOGY

1	2	3	4	5	6	7

(d) MONITORING AND ASSESSMENT

1	2	3	4	5	6	7

(e) COMMUNICATION SKILLS

1	2	3	4	5	6	7

(f) REFLECTION AND EVALUATION

1	2	3	4	5	6	7

NOT FOR REFERENCE PURPOSES

4.

OVERALL ASSESSMENT

PLEASE REFER TO INSERT - Page 4

1	2	3	4	5	6	7

ADDITIONAL COMMENTS IN SUPPORT OF THIS ASSESSMENT

RECOMMENDATIONS:

COMMENTS BY PRINCIPAL/CO-ORDINATOR

COMMENTS BY STUDENT

After report has been read and discussed please sign.

Student* _____ Supervising Teacher _____

Group _____ Date _____ Principal/Co-ordinator _____

* Denotes that student has read this report and discussed it with the supervising teacher. This does not necessarily mean that the student agrees with the report.

AFTER COMPLETION THIS REPORT IS TO BE POSTED TO
SCHOOL EXPERIENCE AND PROFESSIONAL PRACTICE
UNIVERSITY OF MELBOURNE
INSTITUTE OF EDUCATION
PARKVILLE 3052

UNIVERSITY SUPERVISOR'S COPY

NOT FOR REFERENCE PURPOSES

THIS FORM IS FOR DIAGNOSTIC AND ASSESSMENT PURPOSES ONLY AND MAY NOT BE USED AS REFERENCE MATERIAL